

The Rhode Island Early Learning Standards

Name: _____

Date: _____

Curriculum Self-Assessment for Practitioners:

Practitioners plan and implement a quality curriculum aligned with the Rhode Island Early Learning Standards

Four Key Areas to Consider:

1. My practice reflects the essential components of a quality curriculum: content, process, teaching and facilitating, context, and family partnership.
2. My written curriculum is aligned with the eight domains and learning goals of the Rhode Island Early Learning Standards.
3. I implement a quality curriculum aligned with the Rhode Island Early Learning Standards.
4. I work to improve my curriculum on a continuous, ongoing basis.

Practitioners engaged in implementing a Standards-based program begin their journey during participation in the Early Learning Standards professional development and continue improving their early childhood practice over time. As a practitioner, you will want to continually step back from your day-to-day work with children to assess your own progress in meeting each of the four Practitioner Standards associated with implementing a Standards-based program. You will then use the information from this self-assessment to identify your strengths and the individual professional development goals you will pursue to achieve new levels of competency and improve your practice with children.

The Rhode Island Early Learning Standards

Instructions:

This self-assessment is designed to focus on Standard 1: Practitioners implement a quality curriculum aligned with the Rhode Island Early Learning Standards. Standard 1 is divided into four key areas as described above.

As you proceed through the self-assessment, you will use three different methods to gather information regarding your current practice. This multi-method approach allows you to obtain a more complete and accurate picture of your current practice. These methods include:

- **Self-Observation**

The statements in the self-observation sections encourage you to engage in critical-thinking to analyze your own teaching practices. Self-observation, by its very nature, is often difficult for practitioners. You may want to consider asking for input from a peer or colleague to assist you in obtaining an honest appraisal of your skills and practices in each area.

- **Documentation**

Focus your review on the following documents to help measure your progress in implementing a quality curriculum aligned with the Standards:

- *Your Practitioner Professional Portfolio including previous self-assessment, goals, artifacts, and reflections*
- *Written curriculum, Lesson Plans and/or Activity Plans*
- *Family interviews, questionnaires, or surveys*

- **Reflective Questioning**

These questions encourage you to think about and analyze your teaching practices to monitor your own performance.

After considering your responses, use the three columns in the middle section of each page to identify your areas of strength, areas that are somewhat strong, and areas where you intend to focus your improvement efforts. Use the NOTES column to provide examples or evidence to justify your responses. Use the artifacts and reflections you have collected for your Practitioner Portfolio as a source of evidence for many of these items.

The key to self-assessment is to remain objective and honest with yourself as you reflect on your current practice and determine your strengths and the areas where you want to grow and improve.

Once you have completed the assessment, use the Next Steps section to take stock of your responses, identify your strengths and accomplishments in the area of curriculum, and identify goals to move forward in implementing a quality curriculum aligned with the Standards.

The goal chart on the final page provides space for you to document your plan for achieving your professional development goal(s) in the area of curriculum. Complete the chart by identifying your goal(s), strategies, and time frames. Use the right hand column to record progress along the way.

The Rhode Island Early Learning Standards

Area 1. My practice reflects the essential components of a quality curriculum: content, process, teaching and facilitating, context, and partnership with families.

		<p>1. Place a checkmark (✓) to indicate if each item is an area of strength, an area that is somewhat strong, or an area that needs improvement</p> <p>2. In the NOTES column, provide an example or evidence to justify your choice. Use the contents of your Practitioner Portfolio as a resource.</p>		
	Strong	Somewhat Strong	To Be Improved	NOTES
<p>A. Self-Observation</p> <p>1. CONTENT (<i>skills that children will learn</i>): I offer learning experiences for children that are intentional and designed to support what children should know, understand and be able to do, as described in the Rhode Island Early Learning Standards.</p> <p>I design learning opportunities that address multiple learning goals.</p> <p>2. PROCESS (<i>how children learn</i>): I provide opportunities for children to be engaged actively in various forms of purposeful play and meaningful experiences for the majority of the day.</p> <p>I have a working knowledge of the major theories pertaining to early childhood and how children learn and use this knowledge in my practice.</p> <p>3. TEACHING AND FACILITATING (<i>what teachers do</i>): I use a variety of teaching strategies such as facilitator, decision-maker, observer, co-player, and trusting adult.</p> <p>I determine my teaching strategy based on the needs and interests of children to facilitate teaching and learning.</p>				

The Rhode Island Early Learning Standards

<p>I pay close attention to the emotional climate in the classroom by being responsive to the individual children and by encouraging children to express themselves.</p> <p>I provide clear, consistent behavioral expectations and am proactive in guiding children's social development to minimize negative behavior.</p> <p>I can be observed:</p> <ul style="list-style-type: none"> • encouraging children to be creative, to question, solve their own problems, and to make choices about their learning • engaging in active listening • supporting children in a meaningful way based on the needs of the child and/or the activity • using self and parallel talk and advanced language to promote higher-level language development <p>I provide varied opportunities for children to have meaningful conversations with each other and with adults in the classroom.</p> <p>I use routines and transitions during the day such as outdoor play time, lunch, arrival and departure, to support children's growth towards the Standards.</p> <p>4. CONTEXT (<i>learning environment and materials</i>)</p> <p>I design a learning environment that is well organized with clearly defined learning areas.</p> <p>I choose materials that are:</p> <ul style="list-style-type: none"> • high-quality • well-maintained • organized and labeled • easily accessible to children • representative of the interests and cultures of children • age-appropriate • of sufficient quantity for the numbers of children being served 				
---	--	--	--	--

The Rhode Island Early Learning Standards

<p>When choosing materials, I consider the Standards and Learning Goals as well as children's interests and home culture.</p> <p>I provide opportunities for children to use materials in ways that are engaging and appropriate to their developmental levels.</p> <p>I create a learning atmosphere where children are interacting with one another and the environment in positive ways.</p> <p>5. FAMILIES I engage in effective two-way communication with each family to obtain information that is documented and used to design and implement a curriculum reflective of the interests and cultures of enrolled children.</p>				
<p><i>B. Documentation</i></p> <p>1. I have developed a schedule of the day that reflects small and large group work and a combination of teacher-directed, child-initiated, and individual activities.</p> <p>2. I have recorded child and family information in documents such as questionnaires, home visits forms, intake and enrollment forms, etc. and have used the information to make curriculum relevant for currently enrolled children.</p> <p>3. My planning tools (lesson/activity plans) reflect the Domains and the Learning Goals of the Rhode Island Early Learning Standards.</p>				
<p><i>C. Reflective Questions</i></p> <p>1. CONTENT (<i>skills that children will learn</i>): Do I have a thorough working knowledge of the eight domains and learning goals of the Rhode Island Early Learning Standards?</p> <p>Can I show examples of how I use the Standards as the framework for my curriculum development?</p>				

The Rhode Island Early Learning Standards

<p>2. PROCESS <i>(how children learn):</i> Do I provide opportunities for children to be actively engaged in purposeful, intentional, complex play?</p> <p>Can I provide examples of how children are involved in purposeful, intentional, complex play throughout the day?</p> <p>Do I routinely reflect on the major theories and latest research on child development and children's learning when planning classroom curriculum?</p> <p>3. TEACHING AND FACILITATING <i>(what teachers do):</i> Can I provide examples of the various roles that I undertake during the day?</p> <p>How do I determine the various teaching roles I will use during the day? What criteria do I use?</p> <p>How do I decide what types of questions I ask children during the day?</p> <p>Can I provide specific examples of the types of questions I have asked children?</p> <p>How do I create a positive emotional climate in the classroom?</p> <p>Am I responsive to individual children in the classroom?</p> <p>Do I encourage children to express themselves and move around the classroom?</p> <p>How do I demonstrate that I am actively listening to children?</p> <p>Do I provide clear behavioral expectations?</p> <p>Are children productively engaged at all times in my classroom?</p> <p>Do I provide a variety of ways for children to be engaged in my classroom?</p>				
--	--	--	--	--

The Rhode Island Early Learning Standards

<p>Am I using the routines and transitions during the day to foster children's growth towards the Standards?</p> <p>Can I provide specific examples of my use of the various transitions and routines as learning experiences?</p> <p>Are there opportunities for children to have meaningful conversations with each other or with adults during the day?</p> <p>Do I look for opportunities to support children's concept development?</p> <p>Do I expand the potential learning opportunities through my verbal feedback to children?</p> <p>4. CONTEXT (<i>learning environment and materials</i>):</p> <p>Does my learning environment have clearly defined learning areas?</p> <p>Can I provide specific examples of how the intentional design of the environment supports learning goals for children?</p> <p>How am I arranging the learning environment so that children are able to navigate independently?</p> <p>Do I have a clear and consistent daily schedule so that children know what to expect at all times?</p> <p>Do I actively and intentionally scaffold children's engagement with materials to promote higher level thinking?</p> <p>5. FAMILIES:</p> <p>Do I utilize information from all families to enhance curriculum so that it reflects children's interests and family culture?</p>				
--	--	--	--	--

The Rhode Island Early Learning Standards

Area 2. Written curriculum is aligned with the eight Domains and Learning Goals of the Rhode Island Early Learning Standards.

	Strong	Somewhat Strong	To Be Improved	NOTES
<i>B. Documentation</i> 1. I have a strategy for documenting my curriculum using planning tools such as lesson or activity plans. 2. I have written lesson plans and/or activity plans that show clear evidence that curriculum is developed based on the Domains and Learning Goals of the Standards. 3. My planning tools (lesson/ activity plans) are connected to all eight Domains and Learning Goals of the Standards. 4. I have included opportunities for various types of purposeful, intentional, complex play in my curriculum documentation system. 5. I use family interview forms, questionnaires, and/or surveys to obtain family and child information to enhance curriculum.				
<i>C. Reflective Questions</i> 1. Have I used a process of aligning curriculum to the Standards to identify strengths, alignments, and gaps in my current curriculum? 2. Have I developed a plan to align my curriculum to all eight Domains and Learning Goals contained in the Standards? 3. What progress have I made in aligning all 8 Domains and Learning Goals with my curriculum? What have I accomplished and what needs to be done?				

The Rhode Island Early Learning Standards

Area 3. I plan and implement a quality curriculum aligned with the Rhode Island Early Learning Standards.

<i>Note: This area represents a long-term goal for most practitioners and comes as a result of attaining goals in Areas 1 and 2.</i>	Strong	Somewhat Strong	To Be Improved	NOTES
<p>A. Self-Observations</p> <p>1. I consistently engage in purposeful teaching, demonstrating all the essential components of a quality curriculum while addressing all eight Domains and Learning Goals of the Rhode Island Early Learning Standards:</p> <p>2. CONTENT (<i>skills that children will learn</i>): Goals for learning experiences are directly related to Rhode Island Early Learning Standards and offer children the opportunity to practice and apply what they are learning in different ways.</p> <p>3. PROCESS (<i>how children learn the skills</i>): I consistently provide opportunities for children to engage actively with materials, with peers and with adults in various levels and stages of play, including fantasy play, throughout all my learning areas</p> <p style="padding-left: 20px;">I stay current with regard to the latest research in the early childhood field and use this information to adjust my curriculum and practices.</p> <p>4. TEACHING AND FACILITATING (<i>what teachers do</i>): I routinely engage in meaningful conversations with every child each day recognizing that learning opportunities exist in all aspects of my classroom.</p> <p style="padding-left: 20px;">I use a wide range of teaching strategies based on information gained through continuous observation of children at play, to support children in reaching and exceeding the Standards.</p>				

The Rhode Island Early Learning Standards

<p>I understand the critical importance of teacher interactions to support and enhance children's growth and development in a Standards-based program.</p> <p>5. CONTEXT (<i>learning environment and materials</i>): I am intentional about preparing interesting and rich environments that offer children choices that are based on my knowledge of children's development, individual children's culture and family, and the content of the Standards.</p> <p>I ensure that my materials are age-appropriate and reflective of the needs, interests and cultures of the children in my classroom and provide opportunities for children to reach Learning Goals.</p> <p>6. FAMILIES: I consistently engage all families in the development of my curriculum.</p> <p>My curriculum changes over time based on the interests, ethnic, and cultural differences of enrolled children and families.</p>				
<p>B. Documentation</p> <p>1. When viewed together, written lesson/activity plans demonstrate that my curriculum addresses all eight Domains and all the Learning Goals of the Standards.</p> <p>2. Teaching and learning opportunities are integrated across all Domains of the Standards.</p>				
<p>C. Reflective Questions</p> <p>1. Can I provide specific examples of how the Standards have influenced and improved my teaching?</p> <p>Do I stay current with regard to the latest research in the early childhood field? How do I do this?</p>				

The Rhode Island Early Learning Standards

<p>When making decisions in my classroom, do I always consider the learning environment and adjust it as needed?</p> <p>Do I have an understanding of the CLASS dimensions and use this knowledge to reflect and improve my own practice in the area of emotional support, classroom organization, and instructional support?</p> <p>Do I use my knowledge of the CLASS dimensions to guide other adults working in my classroom in their interactions with children?"</p>				
Area 4. Curriculum is improved on a continuous, ongoing basis				
	Strong	Somewhat Strong	To Be Improved	NOTES
A. Self-Observations				
1. I commit time and energy towards improving my practice in the area of curriculum.				
B. Documentation				
1. My Practitioner Portfolio includes artifacts and reflections demonstrating my professional growth in implementing a quality curriculum aligned with the Standards. 2. My Practitioner Portfolio includes ongoing self-assessment and updated professional development goals, and documents my progress towards attaining goals.				
C. Reflective Questions				
1. How will I ensure that I will review my Professional Portfolio on an on-going basis? 2. What will I pledge to guarantee that I will update and periodically review my Portfolio?				

The Rhode Island Early Learning Standards

Name: _____

Date: _____

Next Steps

I. Take stock of your responses to the self-assessment as well as the documentation in your Professional Portfolio to determine your strengths and progress in implementing a quality curriculum aligned with the Rhode Island Early Learning Standards.

My strengths include:

-
-
-
-

II. Next, determine the goals you want to achieve to move forward in implementing a quality curriculum aligned with the Standards.

My professional development goal(s):

-
-

III. Transfer your goal(s) onto the attached goal sheet and develop a specific plan for accomplishing each goal by identifying strategies and time frames. Space is provided on the goal sheet to evaluate and record your progress along the way.

The Rhode Island Early Learning Standards

Name: _____

Date: _____

Implementing a Quality Curriculum Aligned with the Rhode Island Early Learning Standards

Professional Development Goals

GOAL:		
Strategies (workshops, readings, courses, observation and feedback, mentoring, etc)	Time Frame	Progress

GOAL:		
Strategies (workshops, readings, courses, observation and feedback, mentoring, etc)	Time Frame	Progress

Date I will evaluate progress and reassess goals: _____